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IDENTIFIERS	Zone of Proximal Development

ABSTRACT

This collection of original papers synthesizes research on learning disabilities in school-age children, with the theme of connecting learning disabilities research with assessment and practice. The volume begins with a paper by Howard S. Adelman titled "Learning Disabilities: On Interpreting Research Translations." Part I of the collection then focuses on cognitive, developmental, and neuropsychological processes and contains the following papers: "Executive Function and the Assessment of Attention Deficit Hyperactivity Disorder" (Marilyn C. Welsh); "Brain-Behavior Relationships in Dyslexia" (Margaret Semrud-Clikeman and George W. Hynd); "Phonological Skills and the Prediction of Early Reading Problems" (Virginia Mann); "Toward a Research-Based Dyslexia Assessment: Case Study of a Young Adult" (Josephine Goldsmith-Phillips); "Rapid Syllable Production in Specifically Language-Impaired Children" (Rachel E. Stark and James W. Montgomery); "Morphological Awareness, Spelling, and Story Writing: Possible Relationships for Elementary-Age Children with and without Learning Disabilities" (Joanne F. Carlisle); and "Differential Calculation Abilities in Young Children at Risk: Linking Research with Assessment and Instruction" (Nancy C. Jordan and others). Part II deals with instructional issues, in the following papers: "Testing Linked to Teaching" (Jeanne S. Chall); "Integrating Curriculum-Based Measurement with Instructional Planning for Students with Learning Disabilities" (Lynn S. Fuchs); "Mainstream Assistance Teams: Three Years of Research and Development on Prereferral Intervention and School Consultation" (Douglas Fuchs); "Parent-Child Attribution Training" (Tanis Bryan and others); and "'Now I'm a Real Boy': Zones of Proximal Development for Those at Risk" (Joseph C. Campione and others). Most papers contain references. (JDD)

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